



THOMAS E. KERNS ELEMENTARY

6650 Frontage Road at
Greenville, South Carolina

Grades	K-5 Elementary School	
Enrollment	600 Students	
Principal	Judith E. Mulkey	864-355-1300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

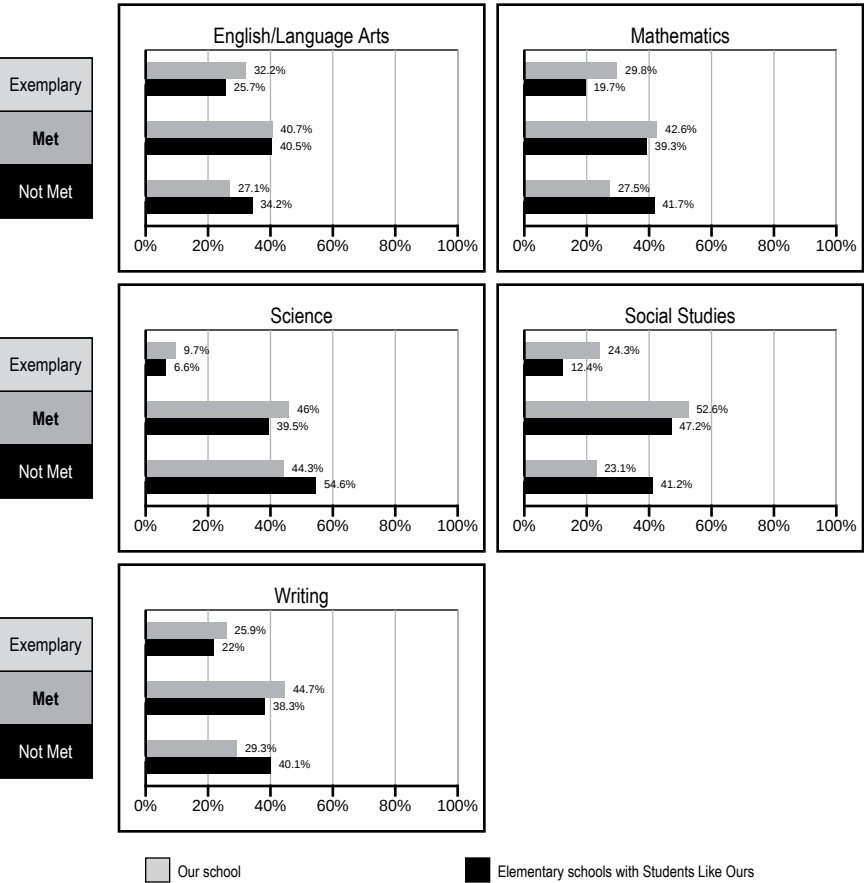
98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	97	59	24

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=600)				
First graders who attended full-day kindergarten	95.4%	Up from 94.2%	100.0%	100.0%
Retention rate	0.7%	Down from 1.7%	1.5%	1.2%
Attendance rate	96.4%	Up from 96.3%	95.8%	96.1%
Eligible for gifted and talented	5.5%	Up from 3.3%	4.8%	11.7%
With disabilities other than speech	10.8%	Down from 12.1%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 0.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	43.2%	Up from 41.2%	60.0%	60.5%
Continuing contract teachers	90.9%	Up from 76.5%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.0%	N/A	83.9%	87.0%
Teacher attendance rate	98.8%	Up from 94.7%	95.4%	95.4%
Average teacher salary*	\$44,316	Down 1.4%	\$45,358	\$47,288
Professional development days/teacher	12.6 days	Up from 12.4 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 16.8 to 1	17.3 to 1	19.2 to 1
Prime instructional time	95.3%	Up from 90.8%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,547	Up 12.7%	\$8,566	\$7,548
Percent of expenditures for instruction**	72.8%	Up from 72.0%	68.0%	68.7%
Percent of expenditures for teacher salaries**	70.2%	Up from 69.1%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Thomas E. Kerns Elementary is a state of the art facility which overlooks Interstate 85 at White Horse Road in Greenville, South Carolina and shares a campus with neighboring Southside High School. The staff of Thomas E. Kerns Elementary uses skills from studying Positive Based Behavior Supports (PBIS) to focus on school-wide positive discipline. Students and classes are recognized and rewarded for their appropriate choices through PBIS.

Title I funds are distributed in a school-wide program to enhance educational opportunities for the students in math and literacy. These funds provide reduced student to teacher ratios, intervention assistance in kindergarten and first grade, staff development for teachers, and educational trainings for parents. Students are provided opportunities to advance their skills through regular class instruction, targeted small group instruction, and opportunities to work with specialists in reading, math, and computer technology.

In order to stress the importance of parental involvement with student learning, the School Improvement Council (SIC) sponsors an annual "Every Minute Counts" Blitz Week. This program is designed to focus attention on the importance of daily parent-child interaction. Classes with the most logged hours are rewarded.

In January 2010, a Nature Trail overlooking protected wetlands on our property was created as a Boy Scout Eagle Project from our partnering Boy Scout Troop 9. Students are able to observe seasonal changes and the environment around the school. Additionally, our school developed business partnerships with Kohls Department store, Famous Hair, and Camp Greenville.

Teachers at Thomas E. Kerns Elementary strive to meet each student's individual needs. As a school, we continue to closely analyze our test scores and help students to set and meet growth goals. Tests such as Measuring Academic Progress (MAP) are given to students two times a year and allow us to tailor to the educational needs of each child. The entire staff of Thomas E. Kerns Elementary strives to inspire all our students to be the best they can be.

Judith E. Mulkey, Principal
Cynthia Betzer, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	85	34
Percent satisfied with learning environment	94.9%	85.9%	87.9%
Percent satisfied with social and physical environment	100.0%	89.3%	76.5%
Percent satisfied with school-home relations	66.7%	89.3%	87.5%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	274	99.6	26.8	40.9	32.3	86.8	84.7	83.5	Yes	Yes
Gender										
Male	149	99.3	32.1	37.2	30.7	82.5	81.3	80.1	N/A	N/A
Female	125	100	20.8	45	34.2	91.7	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	58	100	9.4	35.8	54.7	96.2	90	89.6	Yes	Yes
African American	167	99.4	28.5	43	28.5	86.7	73.4	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	45	100	45.2	38.1	16.7	73.8	78.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	29	100	N/A	N/A	N/A	50	53.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	43	100	45.2	35.7	19	73.8	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	243	99.6	29.6	39.8	30.5	85.8	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	274	99.6	27.2	42.8	30	81.7	82	80.4	Yes	Yes
Gender										
Male	149	99.3	30.7	40.9	28.5	78.8	80.5	78.4	N/A	N/A
Female	125	100	23.3	45	31.7	85	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	58	100	13.2	45.3	41.5	94.3	87.7	87.8	Yes	Yes
African American	167	99.4	28.5	45.6	25.9	78.5	68.4	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	45	100	42.9	26.2	31	76.2	78.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	29	100	N/A	N/A	N/A	50	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	43	100	42.9	28.6	28.6	76.2	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	243	99.6	27.9	44.2	27.9	81	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	182	100	44	46.3	9.7	56	70.6	67.3
Gender								
Male	93	100	48.3	41.4	10.3	51.7	70.1	66.9
Female	89	100	39.8	51.1	9.1	60.2	71.1	67.7
Racial/Ethnic Group								
White	36	100	21.2	66.7	12.1	78.8	80.2	79.6
African American	117	100	45.6	44.7	9.6	54.4	50.4	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	26	100	68	24	8	32	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	19	100	N/A	N/A	N/A	23.5	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	27	100	69.2	23.1	7.7	30.8	60.6	58.6
Socio-Economic Status								
Subsidized meals	164	100	45.2	43.9	10.8	54.8	57.1	55.4

Social Studies								
All Students	186	100	23.1	52.6	24.3	76.9	73.2	70.9
Gender								
Male	104	100	29.2	45.8	25	70.8	72.8	70.1
Female	82	100	15.6	61	23.4	84.4	73.7	71.7
Racial/Ethnic Group								
White	43	100	17.5	42.5	40	82.5	79.8	79.2
African American	112	100	22.9	58.1	19	77.1	57.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.9	86.8
Hispanic	30	100	33.3	44.4	22.2	66.7	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	23	100	N/A	N/A	N/A	47.6	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	26	100	36	44	20	64	69	68
Socio-Economic Status								
Subsidized meals	167	100	25.3	50	24.7	74.7	61.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	276	100	29.3	44.7	25.9	70.7	74	72.1	96.4	96.2
Gender										
Male	148	100	36.4	40	23.6	63.6	67.2	65.2	96.3	96.2
Female	128	100	21.4	50	28.6	78.6	81.1	79.2	96.4	96.3
Racial/Ethnic Group										
White	55	100	20.8	35.8	43.4	79.2	81.6	80.8	95.3	96.1
African American	173	100	29.3	49.1	21.6	70.7	58.6	59.7	96.6	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.8	87	95.7	97.5
Hispanic	44	100	42.9	40.5	16.7	57.1	63.1	64.6	97	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	32	100	64.3	32.1	3.6	35.7	29.5	27.7	95.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	41	100	42.9	38.1	19	57.1	62.9	63.7	97.1	97
Socio-Economic Status										
Subsidized meals	244	100	31.2	43.6	25.2	68.8	61.1	61.9	96.3	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	108	100	28.9	37.8	33.3	71.1
	4	78	100	38.2	48.5	13.2	61.8
	5	98	100	44.1	45.2	10.8	55.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	95	100	17.2	33.3	49.4	82.8
	4	95	100	31.9	44	24.2	68.1
	5	84	98.8	31.6	45.6	22.8	68.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	108	100	37.8	38.9	23.3	62.2
	4	78	100	30.9	51.5	17.6	69.1
	5	98	100	48.4	43	8.6	51.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	95	100	21.8	39.1	39.1	78.2
	4	95	100	29.7	46.2	24.2	70.3
	5	84	98.8	30.4	43	26.6	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	54	100	36.4	47.7	15.9	63.6
	4	78	100	35.3	58.8	5.9	64.7
	5	49	100	N/AV	N/AV	N/AV	48.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	45	100	47.6	45.2	7.1	52.4
	4	95	100	39.6	49.5	11	60.4
	5	42	100	50	40.5	9.5	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	54	100	26.1	54.3	19.6	73.9
	4	78	100	25	58.8	16.2	75
	5	49	100	52.1	37.5	10.4	47.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	6.7	53.3	40	93.3
	4	95	100	26.4	52.7	20.9	73.6
	5	41	100	35.1	51.4	13.5	64.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	109	100	30.8	27.5	41.8	69.2
	4	81	100	40.3	45.8	13.9	59.7
	5	99	100	44.2	44.2	11.6	55.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	97	100	19.8	45.1	35.2	80.2
	4	93	100	31.5	44.6	23.9	68.5
	5	86	100	37.3	44.6	18.1	62.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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